

School Improvement Grant Proposal
Detroit Public Schools

Pershing High School

February 17, 2011

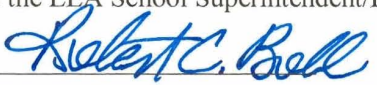
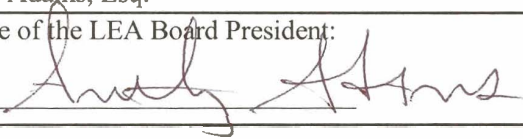
FINAL DRAFT

Partner Provider: Model Secondary Schools Project

SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Pershing High School	Mailing Address: 18875 Ryan Road, Detroit MI, 48234-1917
School Building Code: 568	
School Building Contact for the School Improvement Grant	
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LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 22 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

Section A

1. Possible model to use for analysis of data.

The school should consider evidence of need by focusing on improvement status; reading and math achievement results, as measured by the MEAP, Mi-Access or the MME; poverty level; and the school's ability to leverage the resources currently available to the district. Refer to the school's Comprehensive Needs Assessment (CNA) School Data and Process Profile Summary report. Do not attach the building CNA.

Pershing High School is comprised of a number of sub-groups which all perform well below state proficiency standards. The below charts indicate students' academic progress by sub groups as measured on the MEAP/MME/Mi-Access.

Data analysis indicates:

Scores are below expectations in all areas and for all subgroups indicating the need for significant steps to improve academic performance in all core content areas. While proficiency levels show some improvement, a high percentage of students performed substantially below the proficiency level according to 2008-09 data: English language arts (12% proficient), Reading (16% proficient), Writing (7.4 % proficient) Mathematics (3.4 % proficient). Of the four core areas: English, math, science and social studies, students have the highest achievement in the area of social studies. Note: there were no identified homeless or migrant students at the time of assessment.

Analysis also indicates that Asian/Pacific Islanders generally out-performed all other ethnic subgroups. Female students have higher achievements in reading (+14% in 2009-10) and total ELA (+15% in 2008-09); whereas, male students achieve higher in math (+5% in 2009-10) with both subgroups having similar scores in writing and social studies. In Year 1, girls exceed in social studies but both genders have competitive scores in Years 2 and 3. Students with Disabilities perform poorly in all areas with their best scores representing social studies. Limited English Proficient (LEP) students are primarily included in the Asian/Pacific Islander subgroup; on average, LEP students perform slightly higher than other sub groups except in English language arts in 2007-08.

Pershing's school community has an average annual income of \$25,000, with 79% of students identified as Economically Disadvantaged. Statistics have shown that the majority of students with low Social Economic Status (SES) perform lower than those with a higher SES. These students enroll in high school lacking many of the necessary skills for transition to and sustaining the pace high school level work. A more rigorous curriculum which focuses on bridging the intermediate grades with secondary education must be implemented. A focus on Block Scheduling, Small Learning Communities and Double Dosing of Math and ELA in grade 9 will provide an academic foundation to accelerate students to higher levels of achievement. Additionally, at risk students will need parental support with services from counselors, social workers, speech pathologists, psychologists, linguists (or the like) and sometimes nurses.

Consider how subgroups within the school are performing and possible areas to target for improvement. (The following charts contain information available in the school Data Profile and Analysis).

School Data		
Which intervention was selected?	Transformation Model	
Number of minutes in the school year?	1140	
Student Data	Percentage Rate	
Dropout rate:	16	
Student attendance rate:	78	
Advanced Coursework	Number	Percent
Advanced Placement:	42	4.1
International Baccalaureate:	0	0
Early College/College Credit:	325	31
Dual Enrollment(Concurrent):	312	30
Number and percentage enrolled in college from most recent graduating class:	148	67

Student Connection/School Climate	
Number of disciplinary incidents:	45
Number of students involved in a disciplinary incident:	102
Number of truant students:	111
Teacher Data	
Distribution of teachers by performance level on LEA's:	

Sub Group Academic Data Analysis

Percent of Sub-group meeting State Proficiency Standards

Grade 11	Mathematics			Reading			Writing		ELA	
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2007-08	2008-09
Economically Disadvantaged	3.57	3.22	3.22	12.17	20.95	16.32	3.96	5.17	6.0	10.78
American Indian \Alaskan Native	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	6.25	18.18		18.75	25	0	5.88	25	6.25	25
Black/African American	2.61	3.5	4.08	16.02	22.22	19.26	3.59	6.29	9.42	11.47
Hispanic										
White										
Students with Disabilities	0	0	0	0	0	0	0	0	0	0
Limited English Proficient (LEP)	5	20	18	17	15	18.75	4.76	18.75	5	18.75
Migrant Students										
Male	2.5	5.17	6.52	16.04	17.18	8.0	4.16	7.04	10	3.27
Female	3.19	6.75	1.44	15.62	25.92	22.36	3.37	7.6	7.86	18.75
School Aggregate	2.87	6.06	3.47	15.81	22.06	16.66	3.72	7.36	8.8	12.05
State Aggregate Scores		49.4	50.0	61.99	59.9	65.0	42.0	43.4	51.99	52.1

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences						# Students with Suspensions					
	07-08	08-09	09-10	07-08		08-09		09-10		2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10	In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	1005	959	945	975	28	910	47	823	122	0	408	0	200	0	45
American Indian Alaskan Native	4	5	2	4	0	5	0	2	0	0	0	0	0	0	0
Asian/Pacific Islander	60	47	176	60	0	46	1	123	51	0	0	0	0	0	3
Black/African American	1389	1227	986	134	45	115	66	892	93	0	406	0	200	0	45
Hispanic	5	3	7	5	0	3	0	7	0	0	0	0	0	0	0
White	16	13	29	16	0	13	0	19	10	0	2	0	0	0	0
Students with Disabilities	278	268	279	268	9	256	11	256	23	0	97	0	54	0	14
Limited English Proficient (LEP)	70	53	60	70	0	52	1	44	16	0	0	0	0	0	0
Migrant Students	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Male	737	639	568	716	21	602	37	501	65	0	280	0	142	0	32
Female	737	656	632	711	24	623	30	542	89	0	120	0	58	0	13
School Aggregate	1474	1295	1200	142	45	122	67	104	154	0	408	0	200	0	45

Sub Group Non-Academic Data Analysis Continued

All Students	# of Truancies			# of Exclusions			Unduplicated Counts					
	07-08	08-09	09-10	07-08	08-09	09-10	2007-08		2008-09		2009-10	
							In*	Out*	In*	Out*	In*	Out*
Economically Disadvantaged	178	348	215	20	6	2	0	0	0	0	0	0
American Indian Alaskan Native	0	1	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	1	7	4	0	0	0	0	0	0	0	0	0
Black/African American	176	362	221	20	6	2	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0	0	0
White	1	1	2	0	0	0	0	0	0	0	0	0
Students with Disabilities	142	144	173	14	2	1	0	0	0	0	0	0
Limited English Proficient (LEP)	3	4	2	0	0	0	0	0	0	0	0	0
Migrant Students	1	1	0		0	0	0	0	0	0	0	0
Male	127	311	80	18	0	2	0	0	0	0	0	0
Female	54	64	77	2	0	0	0	0	0	0	0	0
School Aggregate	181	375	227	20	0	2	0	0	0	0	0	0

Sub Group Non-Academic Data Analysis Continued

All Students	# Students			# of Retention in Grade			# of Dropouts		
	07-08	08-09	09-10	07-08	08-09	09-10	2007-08	2008-09	2009-10
Economically Disadvantaged	1005	959	945	150	184	88	5	6	3
American Indian Alaskan Native	4	5	2	0	0	0	0	0	0
Asian/Pacific Islander	60	47	176	3	4	1	0	0	0
Black/African American	1389	1227	986	167	213	86	18	23	3
Hispanic	5	3	7	0	0	0	0	0	0
White	16	13	29	0	0	1	2	1	1
Students with Disabilities	278	268	279	11	15	76	4	9	3
Limited English Proficient (LEP)	70	53	60	2	0	0	0	0	0
Migrant Students	6	5	3	0	0	0	0	0	0
Male	737	639	568	153	192	57	21	27	2
Female	737	656	632	30	41	31	3	6	2
School Aggregate	1474	1295	1050	183	233	88	24	33	4

Sub Group Non-Academic Data Analysis Continued

All Students	# Promoted to Next Grade			Mobility					
	07-08	08-09	09-10	Entering			Leaving		
				07-08	08-09	09-10	07-08	08-09	09-10
Economically Disadvantaged	1005	959	945	242	227	169	298	273	223
American Indian Alaskan Native	4	4	2	4	5	2	0	0	0
Asian/Pacific Islander	57	43	175	0	0	13	0	0	0
Black/African American	1222	645	773	234	323	211	126	145	125
Hispanic	5	2	6	5	3	7	6	2	0
White	5	15	76	16	13	29	2	1	1
Students with Disabilities	267	253	203	8	6	73	4	9	3
Limited English Proficient (LEP)	76	53	60	12	22	5	13	7	9
Migrant Students	6	5	3	6	5	3	0	0	0
Male	595	517	402	117	160	456	89	103	87
Female	689	526	475	164	197	464	63	60	56
School Aggregate	1284	1043	877	273	357	367	152	163	133

Enrollment and Graduation Data, All Students 2009-10

Grade	# of Students	# Students enrolled in a Young 5's program	# Students in Course/Grade Acceleration	Early HS Graduation	# of Retentions	# of Dropouts	# Promoted to next Grade
09	274	0	0	0	97	0	177
10	275	0	0	0	38	0	237
11	251	0	0	0	17	0	234
12	256	0	0	0	14	4	242

Number of Students Enrolled in Extended Learning Opportunities in 2009-10

Grade	# of Students in Building	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of students in Dual Enrollment	# of Students in CTE/Vocational Classes	# of Students who have approved/reviewed EDP on file
09	274	0	0	0	0	175
10	275	0	0	0	0	275
11	251	0	0	0	115	251
12	256	23	0	42	104	251

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals. As you develop your School Improvement Grant, consider how these resources (if available to your school) can be used to support allowable strategies/actions within the School Improvement Grant. Place a check in each box by the funding that will be used to support your SIG grant.

A full listing of all grants contained in No Child Left Behind (NCLB) is available at: www.mi.gov/schoolimprovement.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input checked="" type="checkbox"/> Title I School Improvement (ISI)	<input checked="" type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC - Technology	<input checked="" type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input checked="" type="checkbox"/> Special Education
Other: (Examples include: Smaller Learning Communities, Magnet Schools.) A complete listing of all grants that are a part of NCLB is available at www.michigan.gov/schoolimprovement.			
Pre-implementation funds			

3. School Building Commitment

a. Describe the school staff's support of the school improvement application and their support of the proposed efforts to effect change in the school.

Detroit Public Schools has made a commitment to support Pershing High School reform using the Transformation Model. Support for this model began July 1, 2010, with the appointment of a new School Administrative Team. The principal will play a key role in leading this effort through the use of data analysis to reach goals and objectives outlined in this three year plan. Through modeling, organizational restructuring and improving two-way communication, the principal will lead school wide efforts to ensure that school's vision and mission are understood by all staff, and clearly defined school-wide strategies are implemented to meet school goals.

The Transformation Model requires an evaluation of the staff which can result in the release and replacement of staff and/or a change in grade level or content area assignments as defined in the district agreement with the Detroit Federation of Teachers. Meeting the professional challenges outlined in this proposal will be an element in performance reviews for instructional, operational and administrative staff. Specifically, successful implementation will require that all staff make a strong commitment to:

- Understanding the key elements of this plan and their role in implementation
- Utilizing common planning time to improve instructional outcomes
- Developing a deeper understanding of how to use data to drive instruction
- Actively participating in embedded and after hours professional development
- Participating in extended day (or school year) instructional, academic support and school culture development activities
- Demonstrating the same punctuality, attendance and attention they expect from their students.
- Fully participating in technical and instructional assistance available to support classroom and school-wide instructional improvement efforts

The hiring process focuses on the candidates' commitment to a High Priority School, its vision and mission statements and most importantly the students' needs.

Additionally, there is a need to focus on student attendance. The school administration team is charged with developing a program to assist staff in efforts to establish school-wide high expectations for attendance, achievement, and parent involvement that are implemented in the classroom and supported through consistent messages embedded in all school communications. This includes a commitment from all instructional staff to:

- Monitor attendance
- Monitor instruction and make adjustments to ensure all students are engaged in learning
- Practice self-reflection focused on improving outcomes for students
- Engage in team discussions to identify students' needs and strategies for improvement
- Engage in peer observations as defined in the teacher contract and team discussions of strategies for improving student performance outcomes
- Take an active role in developing and implementing pro-active classroom practices and procedures that reinforce positive high expectations, rather than punitive responses to misbehavior.
- Communicate with parents frequently and collaboratively with the common goal of student success, including the use of Zangle on-line grade reporting and Blackboard Connect to increase the frequency of home contact.

This plan calls for realignment of the school's organization plan to ensure clarity about responsibility and lines of authority. A School Leadership Team (SLT) has been established to lead this effort by serving as the primary link between the actions outlined in this plan and the classroom. This team includes the school's administrators and the leaders of the horizontal and vertical teams throughout the school. These Team Leaders will assist the staff with the implementation of the strategies, best practices and reform processes established for implementation of this plan. With the assistance of Pershing's Partner Providers (MSSP), Executive Coaches (Mosaica) and instructional coaches, the Leadership Team will support the staff throughout the reform process by providing consistent communication, opportunities for professional development, mentoring and shadowing, team-teaching and membership in professional organizations.

Teachers and staff at the school have indicated their support for the proposed plan through meetings and surveys, but have also indicated a need for significantly improved communication regarding school improvement plans and expectations for implementation. A specific concern heard in many conversations is a need to understand the time commitments expected and needed for this plan to be successful.

b. Explain the school's ability to support systemic change required by the model selected.

Detroit, Pershing administration, staff, LSCO Parent Organization and PHS Alumni have each expressed a commitment to supporting the Transformation of Pershing High School. The Redesign Plan presented here for Pershing High School is comprised of research based practices and strategies, and utilizes support and shifts in practice throughout the school organization to promote systemic change in teaching, learning, assessment and academic supports and opportunities focused on significantly improved student success.

In order to sustain the Transformation Model, the District has appointed a new principal and school administrative team (SAT). The principal will provide critical vision and leadership to guide the organizational and instructional efforts described in this proposal. The proposed model requires an on-going assessment process lead by the school's administration with audits from multiple partners and the Michigan Department of Education to provide further guidance.

The District has developed a new evaluation process for teachers and leaders that is based on the following:

- 1) a set of professional standards that define effective teaching and leadership
- 2) student achievement outcomes
- 3) continuous improvement and accountability

The evaluation processes reflect the symbiotic relationship between evaluation, professional development, and accountability. Assessment of teachers and leaders must be based on a set of clearly defined standards of performance and connected to student performance outcomes.

Professional development and support must be directly linked to performance standards; and teachers and leaders must be held accountable for meeting these expectations.

These understandings represent the foundation from which the teacher and principal evaluation process was designed.

The district is implementing a new principal evaluation process for 2010-11 (From the LEA SIG Application). The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

- 1) **Core competencies that define effective leadership** – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
 - a. Domain I: Focus on Learning
 - b. Domain II: Monitoring Teaching and Learning
 - c. Domain III: Building Professional Learning Communities
 - d. Domain IV: Acquiring and Allocating Resources
 - e. Domain V: Maintaining a Safe Learning Environment
 - f. Domain VI: Effective Engagement with Families and External Community
- 2) **Outcomes-Driven** – Directly links student academic and non-academic performance measures to leadership practices
- 3) **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
- 4) **Guidelines for Evaluation Leadership Practice** – Provides specific guidelines as to how to assess/ measure principal effectiveness.
- 5) **System of Professional Development and Support** – aligns principal learning needs, performance standards, and the appropriate professional development/support.
- 6) **Self-Assessment**- Designed to support self-evaluation and reflection on performance and planning for personal improvement
- 7) **Accountability** – provides direction for the removal of ineffective principals who do not improve.

The new evaluation processes/tools are aligned and a key component of the District’s comprehensive academic plan to support continuous improvement in teaching and learning. A copy of the teacher evaluation tool is attached. The principal evaluation tool is still in progress, but will be finalized and ready for implementation before July 2011.

The model also requires an evaluation of the staff that includes demonstration of their commitment to on-going professional development, common planning and collaboration, full

inclusion, extended day or year, use of technology and instructional coaching. This requirement is embedded in the language of the teacher bargaining agreement for High Priority Schools (from the LEA SIG Application):

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

2. **Core competencies that define effective teaching** – professional standards that define what teachers should know and be able to do:
 - a. Domain I: Planning and Executing Effective Instruction
 - b. Domain II: Creating and Managing a Learning Environment
 - c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership
3. **Outcomes-Driven** – Directly links student academic and non-academic performance measures to teacher practice (in-puts”)
4. **Evidence-Based** –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
5. **Guidelines for Evaluation Teacher Practice** – Provides specific guidelines as to how to assess/ measure teacher effectiveness.
6. **System of Professional Development and Support** – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
7. **Self-Assessment-** Designed to support self-evaluation and reflection on performance and planning for personal improvement
8. **Accountability** – provides direction for the removal of ineffective teachers who do not improve.

The hiring process will focus on the school’s Vision and Mission, and most importantly, give priority to the needs of students over the interests and preferences of adults.

The decision-making process and ongoing refinement of the school’s goals and objectives will be increasingly data-driven. Our intention is to make our school performance data as transparent as possible, while respecting privacy, by including performance data in our communications with parents and community groups. Pershing’s partner provider, Model Secondary Schools Project, administrative team, and community representatives will meet monthly as a Project Implementation Team to monitor progress toward goals and help develop strategies to achieve the performance targets identified in this proposal.

A monthly Pershing Community Forum has begun gathering input from the community to help with this effort. To date, two meetings have been held, bringing in twenty-five community residents, alumni, parents and organizational representatives. The group has expressed a strong commitment to supporting the efforts to re-establish Pershing High School's role as a center of the community. Community leaders are planning to provide substantial community support focused on mentoring for students, providing academic support, assisting in establishing community service projects for students and leading efforts to increase school-wide parent involvement.

The principal, SLT and the Detroit District began the 2010-11 school year by requiring all staff be interviewed for all positions. Candidates for employment were questioned regarding full inclusion, direct/differentiated instruction, authentic assessment, disciplinary procedures, and attendance/punctuality. A requirement for appointment was verbal commitment to support and participate in implementation of the mission, vision, goals and objectives outlined in this proposal and meeting the requirements of teaching at a High Priority School.

The efforts outlined in this proposal require all instructional and administrative staff at Pershing High School to actively engage in continuous performance improvement by researching best practices, participating in extensive professional development, embedding data collection and data analysis best practices in monitoring and leading implementation of classroom, content area and school-wide strategies. . A data team, supported by a data specialist, will monitor state, district, school and classroom data to support teachers and administrators in developing a deeper understanding of the root causes driving the results. The administrative and instructional teams will monitor and evaluate instructional practices and data to build momentum for the development and systemic adoption of innovative instructional strategies and academic support initiatives targeted at reaching identified needs and barriers to student success.

As the school shifts to Small Learning Communities, we expect to see increasing engagement by students in demonstrations of skills and knowledge through a variety of project based activities.

We are initiating planning with our community partners to allow students, staff, parents, and the community to participate in academic fairs, math night, technology fairs, health/awareness seminars, and a community open house. These activities will promote, enhance and facilitate the mission, vision and the attributes of the transformational school characteristics for Pershing High School and its Community.

4. School Improvement Intervention Plan

Describe in narrative form the building plan for implementing the intervention model selected.

Pershing High School will utilize a Transformation Model to reorganize the campus into Small Learning Communities, with all instructional, administrative and operational staff engaging in team based initiatives focused on improving the quality of service to students and the community. Instructional teams will consist of horizontal teams (grade level teams) and vertical teams (content area/SLC teams). In addition, the school will also establish operational teams to ensure efficiency and quality operations (such as an office team and student support team). In the coming years, teams will receive support from MSSP and other sources to build coherence about the proposed plan, develop the skills needed for successful implementation, and raise school-wide performance expectations. The School Leadership Team will continue to refine and develop implementation strategies based on active monitoring of progress toward performance targets. The Small Learning Communities to be developed under this plan will utilize the successful practices demonstrated by Detroit Technology High School as their model. Specifically, this includes high performance expectations, high levels of academic and social emotional support, in a technology rich learning environment staffed by dedicated teachers committed to assisting students in achieving academic success leading to expanded opportunities beyond high school. Students will be expected to develop and demonstrate high-level skills through applications of contemporary technology skills and tools, within an integrated learning environment developed around each SLC's technology based theme.

Adoption of a new school model:

Pershing High School will open the 2011-12 school year taking the first steps toward implementation of school-wide focus on applied technology in SLC theme areas. A new Vision and Mission for the school drafted by the School Design Team in 2009-10 were presented to the faculty for their input in June 2010.

Pre-implementation activities included creating a master schedule to support common planning time for instructional teams, establishment of the school leadership team, training for

instructional teams on best practices and protocols for team based work, professional development in access to data tools and data analysis, as well as, classroom coaching on instructional practices aligned with student performance data and state and district performance standards.

Key Elements of the Plan:

Small Learning Communities:

The school has taken initial steps for reorganizing into Small Learning Communities serving every student enrolled in the school. In the 2010-11 school year grade level academies were established to allow organization and scheduling of teachers and students by vertical and horizontal teams. Design work for school-wide themed small learning communities will continue in the 2010-11 school year with a proposal for SLC themes anticipated for presentation to staff and district in Spring 2011. A key element expected to unify all learning communities is the infusion of technology through all instructional activities.

Pershing Reorganization Strategies – Creating a Team Centered Organization:

To bring about the shift in school culture needed to realize the performance improvement described in this proposal the school will need to realign its operational and instructional efforts. The core strategy for bringing about this change is the establishment, training and empowerment of Professional Learning Communities throughout the school. Operational Teams will have two primary points of focus: improving the efficiency of school operations and improving the quality of service to the whole school community. Areas of focus for Instructional Teams will vary dependent on the team's role and anticipated outcomes. Implementation of this team based strategy is described in the four focus areas below along with key strategies, goals and anticipated outcomes.

The school will also establish a school data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data.

Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications. A key function of the data center will be supporting integration of performance data into team discussions. The grant funded position of Academic Dean will have primary responsibility for the functions of the data center.

Four Focus Areas:

During the 2010-11 school year, every staff member will be assigned to at least one organizational or instructional team using team protocols and guidelines developed by MSSP from research based practices. The model includes four overarching goals that set the focus for the teams:

- Organizational Effectiveness: Pershing High School will work in teams to take the steps necessary to establish the school as a high functioning organization characterized by quality of the service we provide to the various constituencies we serve - students, parents, district, community, and our own staff.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Teams will develop strategies for improvements in school culture
 - Teams will focus on engaging students with rigorous instruction
 - Utilize all the information and tools we have to meet individual learning challenges
- Support for Academic Performance: As an institution with an educational mission, the entire staff of High School will continuously strive through team efforts to more deeply engage in professional habits of practice that result in continuous growth in our organizational capacity to improve academic performance.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Teams will develop strategies for improvements in school culture
 - Teams will focus on ensuring all students have adequate academic support
 - Utilize all the information and tools we have to meet individual learning challenges

- High Performance School Culture: Pershing High School will go as far beyond the traditional boundaries of time and place as we need to go to provide adequate academic supports and instructional practices to drive significantly improved student academic performance and life impacting academic and social skills.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Teams will develop strategies for improvements in school culture
 - Teams will focus on ensuring high performance expectations are the norm
 - Utilize all the information and tools we have to meet individual learning challenges

- Art & Science of Teaching: As a result of our team efforts, Pershing High School will become a school recognized for the value of its program of study, the attractiveness of its school environment and its ability to prepare students for the future.
 - Key Strategies:
 - Align our collective efforts by working as a team to improve instructional outcomes
 - Teams will develop strategies for improvements in school culture
 - Teams will focus on engaging all students with rigorous instruction
 - Utilize all the information and tools we have to meet individual learning challenges

Pershing Reorganization Goals

- Goal #1: **Organize our school in teams to achieve a state of operational efficiency and effectiveness that provides satisfactory service to all our constituents.**

- Goal #2: **Achieve a school wide level of academic proficiency as evidenced by continuous improvement in academic measures and students' demonstrated readiness for college or career as demonstrated by our academic performance.**

- Goal #3: **Establish a culture among the school staff that highly values improving our understanding and practice of the art and science of teaching as evidenced by continuously improving academic performance on multiple measures, and the school's reputation in the community as a school with excellent teaching and caring teachers.**

- **Goal #4: Establish a school culture in which adults and students are compelled to strive for high performance in an atmosphere of personal respect for one another as evidenced by academic performance and participation in school activities of all kinds.**
- **Goal #5: Improve school wide practices that impact student achievement so that all our students are performing at proficiency or better in core content areas.**

Pershing Reorganization Anticipated Outcomes

Pre-Implementation Year 2010-11 Outcomes

- New school identity established and communicated with community-wide buy-in
- All school staff have an understanding of function, purpose and expectations of Small Learning Communities and Professional Learning Communities
- New leadership and initiatives drive re-organization of school into work teams at all levels
- Teams build coherence about reform effort and builds capacity to work as team
- Technology infrastructure and skill building in core tools initiated by program focus on technology, aligned with district Netbook Rollout.
- Initiate high utilization of data with professional development on access to data sources, utilization of data tools, collection of data and data analysis

Year 1 Pershing Organizational Effectiveness Outcomes:

- A plan for Small Learning Communities is communicated and understood.
- Responsibilities for planning and implementing Small Learning Communities are clearly defined and teams have empowerment to initiate plans
- Teams are actively engaged in planning and collaborating
- Action Plans for program development for years 2 & 3 are in place by end of year 1.

Implementation Year 1 Outcomes

Year 1 Support for Academic Performance Outcomes

- Focus on closing achievement gaps in literacy and numeracy with extended learning time
- Display data everywhere, all the time – facilitate discussions of what data says about the Pershing school community and meeting goals of the Comprehensive Needs Assessment.
- Instructional teams have coaches to help focus instructional strategies on the needs of individual students based on data

Year 1 Enhancing the Art & Science of Teaching Outcomes

- Focus on rigor, engagement and planning for instructional teams and analysis of student works relative to expected instructional outcomes
- Explore applications of technology in instructional improvement
- Establish pilots of future instructional options:
 - Blended learning
 - Expanded AP offerings
 - Technology projects
 - Student tech team

Year 1 High Performance Culture Outcomes

- Adults and students throughout the school engage in conversations about expectations and outcomes from heightened expectations resulting in improved relationships and performance.
- Roles and expectations for adults throughout the school clarified and supported
- Ninth grade transition brings coherence to start of school year and heightened expectations for incoming students
- Link between technology access and expectations firmly established
- Heightened expectations evident in behavior, performance, attitudes and attendance throughout the school in all roles

5. External Provider Selection

Pershing High School's Partner Provider, Model Secondary Schools Project (MSSP), was selected prior to initiation of the School Improvement Grant process. MSSP is on the MDE list of pre-approved providers.

Each partner provider must meet regularly with the staff of the Office of Priority Schools to ensure school professional support is appropriately aligned. Each partner provider will be issued a performance-based contract. The Assistant Superintendent will also be responsible for monitoring how successful is the partner provider in meeting the specific performance expectations defined by the District.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Establishing and Supporting the Work of Teams:

Teams will have the primary role in development of the school. Faculty will be assigned to horizontal (learning community) teams based on their primary teaching assignment and vertical (content area) teams with primary responsibility for improving student performance.

Instructional and operational support personnel will be assigned to teams based on job function and/or impact area with a primary role in improving quality of service in all aspects of school operations. A school leadership team will have the role of monitoring and supporting team efforts and making decisions about school goals and additional planning. The school leadership team will include team leaders from the schoolwide teams.

Teams will be supported by coaches from MSSP using the following guidelines for team practice in a Team Centered Organization:

- *Utilizes the talents and skills of its members to achieve common goals*
- *Strives for continuously improving quality of service*
- *Sets its own performance standards aligned with expected outcomes*
- *Meets frequently to establish team standards and resolve challenges*
- *Utilizes data to monitor performance and guide improvement*

The following outlines the general sequence of planned activities for team development. This may be modified as needed to best fit the progress and needs of the team:

- **Build Coherence about School Plans**
 - Establish teams
 - Set objectives aligned with goals
 - Review initial data
 - Establish benchmarks
- **Build Foundational Capacity**
 - Build capacity for team based work
 - Establish team protocols and expectations
 - Identify core instructional needs
 - Analyze instructional core and student work for alignment
- **Reinforce Best Practices**
 - Review first year progress & refine team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions
- **Expand & Extend Capacity Building**
 - Review second year progress & set new team goals
 - Refocus team efforts and support to align with goals
 - Deepen the focus on instructional outcomes
 - Explore new solutions

Establish a School Data Center: The school will establish a data center to support the collection, analysis and utilization of data by all school staff. Plans call for a data center that serves as the nerve center of the school, uncovering trends and improving accessibility and utilization of performance data. Critical data points and progress toward targets will be on display using bulletin boards and other data displays, and incorporated into building communications. A key function of the data center will be supporting integration of performance data into team discussions.

Community Resources:

Pershing is actively pursuing a number of community partnerships to ensure adequate social emotional support as well as additional academic support and broadening of opportunities for students. These include:

- Continuation of concurrent enrollment with Wayne County Community College
- Continuation and expansion of buildOn, a non-profit organization that empowers primarily urban U.S. high school students through in-class and intensive after-school programs
- Gear-Up in cooperation with Wayne State University
- A partnership with Wayne County Prosecuting Attorney Office to provide:
 - School Truancy enforcement for partner schools
 - “Anti-Bullying” enforcement for partner schools
 - Monitoring of all expulsion hearings from partner schools
 - Bi-weekly meetings to provide oversight with stakeholders
- The Pershing Alumni Association has offered to “adopt” the 9th grade academy and provide additional support:
 - Adopt grade levels, classes, a core group of students, or establish a one on one system of support to ensure that every student has contact with a mentor, community leader, church group or Alumni member on a daily basis.
 - Support field trips by supplying monetary help, serve as liaison for contacts willing to donate or purchase needed materials and provide transportation.
 - Develop shadow programs/internships with professional alumni, community leaders, and neighborhood churches. These group(s) or individual students will learn the necessities of acquiring employment in diverse careers through job shadow/internships.
 - Offer tutoring during lunch periods, before/after school
 - Develop pride in the school and a connection between students and the school’s legacy.
 - Plan monthly career assessment evaluations or interviews with a mentor & mentee to ensure each student is staying on track with career goals. Offer insight into careers available.
- The Detroit Police Department - Increased patrols and surveillance to build sustainability and capacity regarding safety and security within each targeted school.
- MADE Men: Men Affirming Discipline and Education – a Coalition of Trained Volunteers Patrolling Detroit Public Schools
- Neighborhood Legal Services is providing conflict resolution and parenting workshops.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

This plan calls for a systemic reorganization of the school. This will result in a shift from a traditional organizational structure to a team based structure. Successfully making such a shift requires a realignment of responsibilities and authority that upends many of the accepted role definitions and chains of authority.

Reorganization of urban high schools into Small Learning Communities and the use of Professional Learning Communities are well documented as strategies for school improvement when implemented with fidelity. The use of team based organizational structures is also well documented in the literature about organizational development and effective business practices.

Four teams are identified in this plan with responsibilities related to implementation:

- School Administrative Team (SAT) – comprised of the school’s administrators principals and assistant principals, others appointed by the principal
- School Leadership Team (SLT) – comprised of the principal and the leaders of the instructional and organizational teams
- Project Implementation Team (PIT) – comprised of the principal, vertical and horizontal team leaders, MSSP representatives and community stakeholders
- Data Team (DT) – composed of the data specialist and staff most familiar with analysis and utilization of data.

The School Leadership Team will also have responsibility for the Shared Decision Making process defined in the Detroit Federation of Teachers contract (from LEA SIG Application):

The District in collaboration with the DFT, negotiated a shared decision-making process as a part of the Collective Bargaining Agreement. Shared decision making allows the school leadership team to determine the work rules and working conditions that are required for their school in order to fully and successfully implement the components of the school’s reform model.

In order to advance instructional reform and operate in a shared decision-making model a Joint Labor-Management Shared Decision-Making Committee was established. The committee accepts applications from schools who wish to enter into a shared decision-making model. The school's eligible staff votes to ensure buy-in from staff. The Committee meets with the school to review and plan the areas for which shared decision-making will apply. **However, under the District's Priority Schools Agreement with DFT, all members of Priority Schools are required to participate in shared decision-making.**

To aid with implementations and assure the model is meeting the needs and direction of school reform a school based leadership team will be establish and will consist of no more than 12 committee members, principal, assistant principal, DFT union representative, and 4 teachers. The School Leadership Team will work collaboratively in identifying issues, defining goals relative to academic achievement, developing school budgets and establishing policies and practices by consensus. The effectiveness of this process will be evaluated yearly by a tool jointly developed by the union and LEA. This level of school autonomy will allow each building to have more flexible work conditions to meet the building's individual need.

Additionally, as a part of instructional reform, the category of Priority Schools was developed. Each school eligible for the School Improvement Grant is designated as a Priority School. The Priority Schools intend to offer a rigorous educational program which includes extended day/year and measurable expectations. As part of implementation of Priority Schools, the District and teacher's union (DFT) agreed to accommodate necessary and unusual requirements such as creative teaching methods; acceleration of improved student achievement as measured by MDE standards; creative scheduling; dedicated staff assigned to each school; extended school day and extended school year; and parental and community engagement.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

Reorganization Timeline:

2010-11 School Year: (Pre-implementation)

▪ **Initiate reorganization**

- Coherence building around four strategies and work of teams (MSSP)
- Establish technology infrastructure, ground rules, habits (Principal and Technology Team)
- Build student and staff capacity for accelerated progress (MSSP, Coaches Administrative Team, Instructional Teams)
- Build staff understanding of Small Learning Communities, (MSSP, Principal)
- Establish and implement critical decisions timeline (MSSP, Executive Coach, Principal)
- Continue design work with proposal completed by May 2011 Principal, MSSP, Instructional Teams)
- Make Leadership, instructional and student assignment decisions for fall (Principal)

2011-12 School Year: (Year 1)

▪ **Establish Grade Level Academies and continue Detroit Tech as an SLC**

- Transitional Small Learning Communities:
 - 9th Grade Academy
 - 10th grade Academy (year 1 only)
 - 11th grade Horizon (year 1 only)
 - 12th grade Portfolio (year 1 only)
 - Extended Day Academy
 - Detroit Tech
- Build coherence about SLC concepts, themes and outcomes among teams (MSSP, Principal)
- Identify elements of SLC culture (Instructional Teams)
- Develop academic supports and acceleration opportunities (Principal, Instructional Teams)

- Instructional focus on deep integration of technology (Technology & Instructional Teams)
- Develop instructional, organizational and leadership action plans for implementation of themed communities (Principal & Instructional Teams)

2012-13 School Year: (Year 2)

▪ **Themed Learning Academies initiated**

- Expand coherence about SLC concepts, themes and outcomes among teams
- Establish themed SLC culture and extend academic supports
- Instructional focus on deep integration of technology within themed communities

2013-14 School Year: (Year 3)

▪ **Themed Learning Academies (year 2)**

- Curriculum/course options realigned to optimize for SLC outcomes
- High functioning teams optimize individualized instruction
- School and SLC culture evident

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics for each of the next three years as determined by the state's assessments (MEAP/ MME/Mi-Access). For example, if the present proficiency rate in mathematics is 18%, what will it be at the end of year one of the grant, year two, and year three.

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	16.6	27	37	47
Mathematics	3.5	14	24	34

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

The District clearly understands the importance of engaging all stakeholders in the District turnaround process. That being said, the District is working to expand communication and engagement strategies to ensure that all key stakeholders of the internal and external school community are appropriately informed and engaged.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

Capacity building in this plan establishes foundational protocols and practices to support ongoing best practices for Small Learning Communities and Professional Learning Communities.

Implementation will include structural changes in the school's operation that support continuation i.e. school implementation team composed of team leaders, common planning periods, enhanced implementation of technology based learning tools such as individualized academic support and on-line courses.

School leaders will have responsibility for carrying on those practices which result in improved student performance such as common planning, use of data, team based approach to operations and instruction.

This plan also includes establishment of a Parent Involvement Action Team to build on and support the efforts of Pershing's active alumni community to provide assistance to current students and their families through outreach, connections to community and social organizations, mentoring, internship opportunities and other social and emotional support.

Section B. Based on Attachment A--Transformation Model

B. Required Activities for School Transformation:

1. Replacement of the School Principal:

Donna M. Thornton was appointed as principal of Pershing High School for the 2009-10 school year and is continuing as principal for 2010-11.

2. Include student data in teacher/leader evaluation:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

3. Evaluations designed with teacher/principal involvement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

Consistent with the goal of this Agreement to dramatically improve student achievement, the teacher evaluation tool shall include, but not be limited to those factors that impact student achievement data and the use of current research-based practices.

The evaluation tool and process shall be jointly developed and implemented for the 2010-2011 school year.

4. Remove leaders/staff who have not increased achievement:

The following terms for teacher evaluation are copied from the Detroit Federation of Teachers/ Detroit Public Schools agreement dated 12/3/2009:

(Page 10) Teachers shall be evaluated in accordance with the evaluation requirements provided in the Michigan Teachers' Tenure Act. Comprehensive evaluation tools and evaluation process will be jointly developed by the District and the Union. The tool shall be used to evaluate all teachers, both in terms of providing development and growth for all teachers, and for determination of a teacher's effectiveness. Those schools not participating in the Peer Assistance and Review process will participate in a newly developed evaluation process by the beginning of the 2010 – 2011 school year.

(Page 20) 4. Staffing at Priority Schools shall be on an application basis. Criteria for selection shall be determined by the Selection Committee. Interested DFT members must apply for assignment to a Priority School and be selected via an interview by the Selection Committee. All instructional and instructional support personnel shall be members of the bargaining unit.

(page 21) 8. Upon selection to serve in a Priority School, a member will be required to complete prescribed professional development specifically designed to meet the instructional needs of the Priority Schools and leading to a Certificate of Qualification. During employment at a Priority School, members selected and assigned to a Priority School shall do so with the understanding that their ongoing assignment at the Priority School shall be contingent upon staff meeting evaluative criteria in an annual review process.

(page 22) 10. In the event a teacher decides not to return to the Priority School or the Principal advises a teacher that he/she will not be retained for the following school year, that teacher shall maintain the same rights as any other DFT member and be referred to the Division of Human Resources for placement in a vacancy.

5. Provide ongoing, job-embedded professional development:

Instructional teams will be supported by content area and team coaches experienced in application of staff development standards specifically in the areas of MME/ACT preparation, math, ELA and technology. Coaches will play an integral role in building and maintaining school wide coherence in this effort, serving as advisors to team leaders and stepping in to

facilitate meetings when needed to maintain alignment of team initiatives with the team and school goals as well as utilizing best practices for embedded professional development. Coaches will meet a minimum of twice per month with their teams. Their primary focus, once team protocols are established, will be on improving instructional practices by utilizing assessment data to understand when, where and why students are underperforming, and utilizing Action Research to build student engagement, and plan individual and group intervention strategies when students are not performing as expected. To align and focus their work, teams will devote time to unpacking the skills and knowledge behind the context, content and process standards in their instructional plans. “Unpacking the standards” will be embedded in the sequence of activities for examining instruction facilitated by the instructional coaches.

Professional Development on common adopted instructional protocols and practices will be addressed school wide and in teams:

- Use of common rubric for evaluating student writing
- Writing across the curriculum
- Stop, Drop And Read
- Stop, Drop and Write
- Pyramid Projects (Project Based Learning)
- Collecting, accessing and analyzing data
- Data driven instruction and performance improvement
- Strategies for utilizing data to individualize instruction

Each team will also have opportunities to request additional support to build their capacity for understanding instructional challenges and implementing solutions. Innovation in developing solutions will be supported and encouraged. The efforts of instructional coaches will be facilitated by MSSP to provide cross-fertilization of ideas and initiatives. A school wide professional development plan will be completed by August 15, 2011 with input from teams on PD needs to support implementation of team initiatives. One anticipated outcome of these efforts is the continuous growth of a staff development plan that exists as a living document with embedded evaluation and refinement.

6. Implement Strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions:

Throughout the coming years, Pershing High School anticipates using School Improvement Grant and other funds to provide career incentives and flexibility for team leaders that will allow these key instructional leaders to develop a broader knowledge base of instructional issues in identified areas of need. Funds will also be utilized to provide additional opportunities for staff through professional development activities, conferences and school based seminars allowing team members to develop expertise in identified solutions.

The school will implement other incentives aligned with the proposed DFT agreement for improving school and student performance.

7. Use data to identify and implement an instructional program that is research based and vertically aligned from one grade to the next as well as with State academic standards:

The team based structure of the school and grade level common planning time will establish the opportunity for teams to make best use of performance data to impact instruction. Content area teams will meet twice monthly during the Wednesday two hour block after school with the assistance of content area coaches to review the planned sequence of instruction in content area courses and ensure that classroom instruction aligns with academic standards. The discussion in these teams is expected to enhance and focus the work of grade level teams in planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries. The experience of grade level teams in planning cross content area instructional activities is also expected to inform discussion about how to better sequence presentation of concepts and practice in foundational skills that are impacting student performance in the content areas. Cohort instructors will facilitate math/ELA courses to provide each student with a minimum of 60 hours of instruction per course (five courses) which will directly affect the school-wide grade point average, graduation rate and cohort statuses.

Integration of the Small Learning Community theme into instruction is expected to occur at all grade levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of cross content

instruction throughout the school. This will give teachers the opportunity to explore new instructional resources, with an expected focus on technology based resources, as well as utilizing technology to interact with classrooms and online resources in other schools, colleges, and museums.

The focus on monitoring, analyzing and applying data in the grade level teams coupled with resources, encouragement and coaching in the best use of innovative instructional practices and materials is expected to bring a higher level of engagement opening the door to increased rigor and the broadening of student understanding of interrelated concepts.

Research based practice standards for aligning instruction: (centerii.org)

- ☐ Conduct investigation to align school/teacher enacted curriculum, state standards, and local curricula, including articulation across grade levels and content areas (Bhola, Impara, & Buchendahl, 2003; Blank, Porter, & Smithson, 2001; English, 1980; Glatthorn, 1999; Kurz, Elliot, Wehby, & Smithson, 2009; McGehee & Griffith, 2001; Porter, Smithson, Blank, & Ziedner, 2007).
- ☐ Provide resources (e.g., time, expertise, planning support, professional development) to enable teachers to incorporate changes required to align instruction with standards (Blank, Porter, & Smithson, 2001; English, 1980; Koppang, 2004).
- ☐ Build capacity to monitor and maintain alignment between curriculum standards and classroom instruction, including use of formative data (Blank, Porter, & Smithson, 2001).

8. Promote continuous use of student data to inform instruction to meet individual needs of students:

At the heart of Pershing High School's school improvement efforts is the formal establishment of teams involving every staff member in utilizing data from a range of sources as the focus for conversations about when, where and how to take steps that will result in improved performance. Each operational and instructional team has a team leader and a set of goals relating to improved quality of service. Collecting and analyzing data combined with reflective review of causes and consideration and implementation of solutions will be the core work of the teams. They will utilize data from benchmark and short cycle assessments, classroom walkthroughs, peer observations, analysis of student work products, surveys of staff, students and community, and the observations of external observers with expertise in core areas. Team leaders will be the primary conduit for bringing cohesion to development and implementation of targeted solutions.

An Academic Dean position will be created, supported by SIG grant funds, to build school-wide capacity in collecting and analyzing data to sustain these initiatives into the future. In addition, the position of AYP Achievement Coordinator/Director - to provide monitoring and evaluation of the implementation of school-wide strategies such as the Pershing Prep and WACKy Wednesdays which are cross curricular activities that focus on HSCE skills. The collection of data from the daily/weekly exercises will be used to focus instruction by providing analysis and immediate feedback on students' work.

9. Provide increased learning time:

a. Extended learning time for all students in the core areas

Student learning time will be increased by ensuring students have more opportunities to learn, especially in critical content areas:

- Double periods of ELA and Math for all 9th grade students, one period will focus on grade level core content and the other will be an intensely personalized support period focused on accelerating literacy and numeracy skills.
- 9th grade transition in summer (3 weeks in 2011) to give 9th grade academy teachers additional time with students to prepare for success in high school.
- After-school tutorial support and small group instruction will be available to students throughout the year.
- Expanded summer school opportunities – tuition free summer school.
- After school computer lab – provide staff support to keep the computer lab open after school hours to enable students and parents to access software, information and differentiated learning opportunities

b. Instruction in other subjects and enrichment activities that contribute to a comprehensive curriculum

- Increased support for after school activities to increase number of students engaged in clubs, robotics, Academic Games, and athletics.
- After school computer lab – provide staff support to keep the computer lab open after school hours to enable students and parents to access software, information and differentiated learning opportunities.
- Saturday Academic Camps MME/ACT preparation and an after school learning program to enhance team building, collaboration and cooperative behavior (staff and students)
- Improve coordination with Supplemental Education Service providers, community agencies, recreation centers, and social service organizations serving our students
- Consulting services for non-instructional staff who directly interact with parents, students and community members. Support services include professional customer service skills.

c. Teacher collaboration, planning and engagement in professional development

- Twice-monthly content area team meetings focused on aligning instruction and deepening student engagement.
- Monthly off-site Leadership Team meetings hosted by Partner Provider (MSSP)
- Additional meeting time supported for school teams requesting after hours meetings
- Weekend and summer retreats for extended planning
- Multiple professional development opportunities after school hours, weekends and summer.
- Professional membership and conferences as incentive for team leaders.

Research based practice standards for making best use of instructional time: (centerii.org)

- ☐ Improve time management, increase the proportion of time spent on academic subjects, and adopt alternative academic calendars to maximize the amount of time available for student learning (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Actively engage students in learning at appropriate levels of difficulty throughout the day (Aronson, Zimmerman, & Carlos, 1998; Fisher, 2009; Prater, 1992). This applies to independent seatwork in particular, which consumes much of the academic time in classrooms, especially at the higher grade levels (Rock & Thread, 2009).
- ☐ Monitor student performance through formative and summative assessment and use student data to inform instructional decision-making and ensure appropriate levels of instruction (Aronson, Zimmerman, & Carlos, 1998).
- ☐ Differentiate instruction by using various grouping formats, modifying assignments, allowing students to respond in multiple ways, and using other effective instructional strategies such as re-teaching and providing examples.
- ☐ Utilize classroom and behavior management strategies that reduce transition times between activities and disruptions during instructional time (Prater, 1992).

Research based practice standards for extending instructional time: (centerii.org)

- ☐ Implement professional development to aid teachers in using extra school time effectively.
- ☐ Determine how to restructure the school day so that the students who need the most support are given more instructional opportunities.
- ☐ Create a plan for monitoring the progress of the extended learning time initiatives as well as for continuous improvement.

10. Provide ongoing mechanism for family and community engagement:

Pershing has an active LSCO and alumni association who maintain communication and strong sense of community involvement and ownership of the school. We will create a Parent Involvement Action Team (including parents, teachers and staff) to develop a Parental Involvement Program. Parents, community residents and local organizations will be surveyed to provide input on perceived quality of school services, challenges, academic support needs, and family support needs.

The school will be utilizing an on-line grade book system operated by the district to provide parents/guardians with up to date information on their student's performance allowing monitoring from home or school, and use in parent/teacher conferences. A Parent Resource Center will be established in the school library offering parenting resources and training for parents/guardians in use of the online reports throughout the year. Updates on school performance will be maintained through public displays in the hallways, and included in home and community newsletters. Blackboard Connect will be utilized to maintain contact with parents about individual student performance gaps and accomplishments.

Renewal of the Communities in Schools contract to provide school based social services for students to address contributing causes to low student achievement and dropping out of school. We are also establishing a partnership with 2nd Ebenezer Baptist Church to provide a weekly M.A.D.E. Men after school program providing students with conflict resolution and life planning support.

Research based practice standards for addressing social/emotional learning: (centerii.org)

- ☐ Develop a cadre of leaders within the school who understand and support SEL and who will function as the school's SEL leadership team.
- ☐ Provide time and resources for intensive professional development and coaching, including peer coaching, so that SEL is integrated at every grade and across the curriculum.
- ☐ Communicate regularly with families and the school-community about SEL progress and successes.

11. Provide operational flexibility (staffing, calendars, time, budgeting) to implement comprehensive approach to substantially increase student achievement and increase graduation rates:

The district is establishing an office of high priority schools to support school turnaround efforts. See Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.

Summer Planning Workshops for Team Leaders to analyze student data, evaluate current programs, research best-practices for upcoming school years and developed appropriate programs to address the Comprehensive Needs Assessment.

12. Ensure the school receives ongoing, intensive TA and related support from LEA, SEA or designated external leader, partner or organization:

The district is establishing an office of high priority schools to support school turnaround efforts. The Model Secondary Schools Project (MSSP) has been selected by the school, and contracted by the district, to provide Technical Assistance during school transformation.

The following items are permissible elements of the Transformation Model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Provide financial incentives to attract and retain staff.

2. Institute a system for measuring changes in instructional practices that result from professional development.

The leadership team will utilize a computer based walkthrough instrument linked to a database using the Indicators of Effective School Practice from the Center on Innovation and Improvement, and other sources, to monitor the effectiveness of the organizational and instructional change strategies as they are implemented. Instructional and organizational teams will also utilize similar tools to facilitate peer observations. Indicators of progress will also be maintained, distributed and displayed by the school data center.

Walkthroughs will be utilized frequently enough to provide a continuous flow of performance data to allow the leadership team, and instructional teams, to effectively monitor the impact of

their instructional planning, teaching strategies and instructional interventions. The expectation is that every classroom will be observed multiple times each week. Walkthroughs will also extend beyond the classroom to identify areas of success and areas of concern throughout the school (hallways, lunchroom, entry doors) to monitor the impact on overall school culture and climate.

Research based practice standards for measuring changes in instructional practice: (centerii.org)

- ☐ Determine which method for using instructional practice data will be used and provide ongoing professional development (Hall & Hord, 2001; Gersten, Dimino, Jayanthi, Kim, & Santoro, 2009; Watanabe, 2002; Hasbrouck & Denton, 2005).
- ☐ Identify the group or individual teachers who will participate. This is often based on identifying classrooms where student need is the greatest.
- ☐ Allocate time to implement the method.
- ☐ Provide consistent administrative support (Hall & Hord, 2001). Make adjustments that create blocks of time for teachers to collaborate; find appropriate ways to acknowledge teachers who try to improve their practices, ranging from informal appreciation (such as a “thank you”) to more concrete rewards such as stipends or graduate credit.

3. Ensure that the school is not required to accept a teacher without the mutual consent of teacher and principal, regardless of seniority.

All school staff and other interested applicants were interviewed during the week of August 9-14. During the interview process, potential staff members are asked about their commitment to being an active and passionate member of the team to implement this plan with fidelity. (For more detail see Detroit Federation of Teachers proposed agreement on guidance for staffing High Priority Schools.)

4. Conduct reviews to ensure that the curriculum is implemented with fidelity and is impacting student achievement.

The leadership team will have primary responsibility for monitoring the impact of instruction on student achievement and communicating their findings to the grade level and content area teams. The walkthrough practices described previously, active monitoring by the leadership team, and

adding observed concerns to the agenda for team meetings will assist teams in maintaining focus on performance.

5. Implement a school wide Response to Intervention model.

Provide opportunities for pre-intervention for students who are at risk of failing or dropping out due to personal, academic, social and economic disadvantages such as bullying, teen pregnancies, etc. Preventive measures such as an on-site social worker or psychological services are made available to students based on referrals.

The addition of a Community Director/Coordinator - connect community to school relations by developing Pershing Business Partnerships for mentoring and tutoring at risk students. Business partners will also provide resources to increase academic achievement and increase matriculation to post-secondary institutions.

6. Provide PD to teachers/principals on strategies to support students in least restrictive environment and English Language Learners.

Two areas of particular focus throughout the school will be utilization of student data to reinvigorate instructional practices to ensure the individual learning needs of English Language Learners and Special Education students are met, including high performance expectations and meeting performance standards. This will be a part of the agenda for instructional teams and support teachers will participate in team meetings. School wide professional development will be provided that address inclusion, differentiation, Response to Intervention strategies, and team teaching.

The ninth grade team will receive additional training in use of early warning indicators and will use data intensively to monitor student progress and plan interventions.

7. Use and integrate technology-based interventions.

Every discussion looking toward instructional expectations for the coming years includes questions about access and potential for technology. These questions grow in importance as we seek ways to integrate Pershing's technology based themes across instruction. In line with planned technology upgrades already installed and planned by the district, Pershing expects to integrate technology use in all courses.

The 9th grade academy will make substantial use of Renaissance Accelerated Math and Accelerated Reader as part of the double period scheduled for all ninth grade students to monitor gaps in student skills and understanding and provide individualized instructional support.

Technology use is to be integrated into all team activities and will include the use of collaboration software, team web sites and appropriate Web 2.0 tools. Pershing High School is taking steps to integrate technology across curricular areas, making applied technology a sub-theme at the school. Building on the successful model used at Detroit Technology High School, use of technology and technology skills will become an element in every course. Detroit Tech will become one of the Small Learning Communities on campus.

Key elements of the school's focus on technology include:

- The skills learned in the classroom must be transferable to other content areas through the use of higher level thinking skills
- Teaching should include all the senses and be brain-based
- Technology needs to be integrated into learning- the "Net" generation
- Utilize technology to bring experiences to students that they might never have
- Build background knowledge and academic vocabulary
- Take each student where they are and accelerate their learning
- Both learning and teaching should be collaborative to share best practices
- Cross-curriculum teaching/learning—helps with relevance
- See the world through actual real life field trips

8. Increase rigor through programs such as AP, IB, STEM, and others.

Pershing will explore options for offering online and onsite Advanced Placement courses and will expand existing dual enrollment opportunities with area colleges. STEM course and course content is expected to be a core element as Small Learning Community themes are developed.

The school is adding a temporary Academic Dean, funded by the School Improvement Grant, to its staff who will have primary responsibility for ensuring that students have adequate guidance and multiple opportunities to maximize their academic potential. This position is temporary as the role is intended primarily to be capacity building.

9. Provide summer transition programs or freshman academies

Fall 2011 will see full implementation of a 9th grade academy, beginning with a summer transition program in August and continuing throughout the year with a focus on accelerating the literacy and numeracy of incoming high school students. Students will have a two period schedule for ELA and Math. The ninth grade team will receive additional training in use of early warning indicators and will use data intensively to monitor student progress and plan interventions.

The ninth grade team is planning an expanded summer transition program for Summer 2011 including reaching to middle schools in spring and joint activities with feeder schools during spring and summer.

10. Increase graduation rates through credit recovery, on-line learning and concurrent enrollment in post-secondary institutions and other strategies.

Pershing High School will be converted to Small Learning Communities to strengthen the academic and mentoring relationships between adults and students. The school will expand its after school Extended Day Program, concurrent and cohort course enrollment and providing

additional credit recovery and academic support options for students at risk of failing or dropping out.

11. Establish early warning systems to identify students who may be at risk of failure.

The School Data Center will actively monitor the student information system and student performance data using early warning indicators to identify students at risk of failure. The Data Center coordinator is charged with actively pushing out early warning data and providing assistance to instructional teams in identifying possible causes. The school attendance agent will also be notified when attendance and participation indicators are flagged.

12. Partner with parents and other organizations to create safe school environments that meet students' social, emotional, and health needs.

The school is re-establishing a strong partnership with the community focused on providing increased attention to the social/emotional development of students through the following efforts:

- Pershing High School becomes not just the hub of the community but is also an organizing element and magnet for building community
- Incorporates mentors and tutors from the Alumni group, local churches and the community into the daily life at Pershing High School
- Bridges the gap with those in the neighborhood that are responsible for the health and safety of all students by building positive relationships with them
- Builds true partnerships between students and community groups. where students provide services and vice versa
- Has after school centers for students and parents—mentoring/tutoring, activities; adult education
- Has an active LSCO
- By re-establishing a clinic with a medical institution
- Through partnership with Wayne County Prosecutors Office
 - School Truancy enforcement for partner schools
 - “Anti-Bullying” enforcement for partner schools

- Monitoring of all expulsion hearings from partner schools
- Bi-weekly meetings to provide oversight with stakeholders
- The Detroit Police Department - Increased patrols and surveillance to build sustainability and capacity regarding safety and security within each targeted school.
- MADE Men: Men Affirming Discipline and Education – a Coalition of Trained Volunteers Patrolling Detroit Public Schools
- Improve our relationships with other community service agencies in the Pershing region.
- The Pershing Alumni Association has offered to “adopt” the 9th grade academy and provide additional support:
 - Adopt grade levels, classes, a core group of students, or establish a one on one system of support to ensure that every student has contact with a mentor, community leader, church group or Alumni member on a daily basis.
 - Support field trips by supplying monetary help, serve as liaison for contacts willing to donate or purchase needed materials and provide transportation.
 - Develop shadow programs/internships with professional alumni, community leaders, and neighborhood churches. These group(s) or individual students will learn the necessities of acquiring employment in diverse careers through job shadow/internships.
 - Offer tutoring during lunch periods, prior to start of school day and/or after school.
 - Help students develop pride in the school. Develop a connection between students and the school’s legacy.
 - Plan monthly career assessment evaluations or interviews with a mentor & mentee to ensure each student is staying on track with career goals. Offer insight into careers available.

13. Extending or restructuring the school day to add time for strategies that build relationships between students, faculty, and other school staff.

Common planning periods to allow weekly team meetings for grade level teams, after hours time supported for content area teams, organizational teams , leadership teams and additional team meeting time. Other options for extending learning time for students beyond existing programs will be explored.

14. Implementing approaches to improve school climate and discipline

A core focus of the team-based strategy is the intentional planning and building of a high performance culture throughout the school. Team discussions, improved communications, standardization of school-wide expectations, and clarification of roles, responsibilities and lines of authority are expected to have a significant cumulative impact on the culture of the school. Reorganization into Small Learning Communities is expected to have an impact by strengthening student connections to a smaller group of concerned adults who know each student well during their high school career.

15. Expanding the school program to offer full-day kindergarten or pre - kindergarten.
Not Applicable

16. Allow the school to be run under a new governance arrangement:

The district is establishing an office of high priority schools to support school turnaround efforts.

17. Implement a per pupil school based budget formula weighted based on student needs.

Section C.

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

PERSHING HIGH SCHOOL THREE YEAR BUDGET

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000.	\$921,777.	\$711,627.	\$366,596.	\$2,000,000.

Section D.

Baseline Data Requirements

MDE is required to send this information to USDOED on a yearly basis.

USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Transformation
Number of minutes in the school year	1140
Student Data	
Dropout rate	1%
Student attendance rate	86%
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	32
International Baccalaureate	0
Early college/college credit	42
Dual enrollment	42
Number and percentage enrolled in college from most recent graduating class	66%
Student Connection/School Climate	
Number of disciplinary incidents	40
Number of students involved in disciplinary incidents	101
Number of truant students	111
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	
Teacher Attendance Rate	91%

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, **funds cannot supplant non-federal funds or be used to replace existing services.**

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Pershing High School

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	InsideOut Literacy Arts Project: Professional Writers in the classroom (100 hrs. of service) to engage students in literacy self-expression. Published works by students to be printed in a professional literacy magazine. Program increases interactive learning methods in writing, fluency, and oratorical skills as identified in the HSCE's. 4 residencies (one per grade) @ \$7,270 each.				\$29,080				\$29,080
125 - Added Needs – Compensatory Education	Staff: One Instructional Specialist (Academic Dean) to facilitate the Dtat Center, PD with staff on data analysis and appropriate interventions, monitor to see that all students are on tract to graduate. Two Cohort Instructors (ELA & Math) to address the "at risk" students, facilitate math/ELA courses, graduation rate and cohort statuses. 3 staff @ \$74,300 each.	3	\$222,900	\$111,450					\$334,350
125 - Added Needs – Compensatory Education	Project Seed: Program goal is to use mathematics to increase educational options of urban youth. Facilitators will provide PD for math teachers to use an unique, Socratic method of instruction through modeling and coaching for 5 -9th and 2-10th grade classes. 7 classes @ \$13,500 each.				\$94,500				\$94,500
125 - Added Needs – Compensatory Education	Supplies and Materials: Equipment for Data Display in Data Center, School Entry area and School Office. Flat Panel TV's @ \$800 x 3 = \$2,400; Computers @ \$1,100 each x 3 = \$3,300					\$5,700			\$5,700
125 - Added Needs – Compensatory Education	Staff: Math & ELA Coach to provide ACT/MME push-in coaching for 10th and 11th grade students using Direct Instruction and TI Navigation, 6+1 Traits, MME/ACE Plus Writing to increase student performance in the classroom and on standardized tests.	1	\$74,300	\$37,150					\$111,450
125 - Added Needs – Compensatory Education	Lawrence Technological University to host a "Robofest Academy" for 16 students and teachers to include robot modules, computer programming, PD, and LEGO Mindstorm kits. \$200/hr. x 20 hrs. x 5 days = \$20,000.				\$20,000				\$20,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Pershing High School

125 - Added Needs – Compensatory Education	Supplies and Materials: The following equipment is needed for instructional and coaching purposes: TI Navigation Systems for 32 users @ \$291 each = (\$3,645); 6 SmartBoards @ \$4,400 each = (\$26,400) ; 32 Electronic Writing Tablets @ \$75 each = (\$2,400); 15 Document Cameras @ \$797 each = (\$11,955); 32 TI Calculators @ \$175 each = (\$5,600).					\$50,000		\$50,000
125 - Added Needs – Compensatory Education	Online Services: NovaNET, a research-based, flexible, and engaging online courseware for high school students to be used before, during and afterschool to meet the needs of the high percentage of "overage/undercredited" students. NovaNET is a web-based platform and curricula that meets state and national standards, \$50,000 a school year for approx. \$250 students.					\$50,000		\$50,000
125 - Added Needs – Compensatory Education	Conflict Resolution: A program entitled, "If you Really Knew Me" to address peer conflicts, social issues surrounding bullying (and Cyber Bullying), gang-related activities, school violence and diversity to include race and culture. Consultant @ \$200/hr/ x 10 hrs. x 10 sessions.					\$20,000		\$20,000
125 - Added Needs – Compensatory Education	Supplies and Materials: Leveled classroom libraries for 9th grade core content areas (Reading Accross the Curriculum and the DEAR Program); Reading and Writing Journals for all 9th grade students; Project based learning materials that support literacy development. 205 Ninth Graders @ approx. \$300 each = \$50,000					\$61,500		\$61,500
125 - Added Needs – Compensatory Education	Membership Fees: Professional Organization Memberships, ASCD, National Council of Math, Science, ELA, and Social Studies Teachers for the school year. 4 Memberships @ approx. \$2,500 each.					\$10,000		\$10,000
Sub-Total		4	\$297,200	\$148,600	\$223,580	\$117,200		\$786,580

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
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ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Pershing High School

212 - Support Services – Pupil – Guidance Services	Staff: Counselor to provide services to 9th Grade Academy students for both short term interventions to keep them on track, and for long range planning (6 year academic plans for each student).	1	\$72,000	\$36,000					\$108,000
212 - Support Services – Pupil – Guidance Services	Supplies and Materials: Equipment for the Counseling Center to display 9th grade data, college and career information, and student training sessions. Two Flat Panel TV's @ \$800 each = \$1,600; 2 computers @ \$1,200 each = \$2,400.					\$4,000			\$4,000
	Sub-Total	1	\$72,000	\$36,000		\$4,000			\$112,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
216 - Support Services – Pupil – Social Work Services	Staff: Counselor to address social issues for students with specialized needs.	1	\$74,000	\$37,000					\$111,000
	Sub-Total	1	\$74,000	\$37,000					\$111,000

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Professional Development: DFT Consultants (core teachers in math, science, ELA, Social Studies) to conduct a MME/ACT Saturday Camp to provide tutorial camps to focus on preparing students for the MME two months preceding the test administration. 4 DFT Consultants @ \$44.37/hr. x 4 hrs. x 8 sessions. .	128h	\$5,679	\$1,607					\$7,286
221 - Improvement of Instruction	Professional Development: Workshops for Teachers to include: 1) The Role of General Education teachers; 2) Differentiated Instruction; 3) Instructional use of Integrated Technology; 4) Using Data; 5) Brain Based Learning; 6) Leadership; 7) Research based Strategies; 8) Advisory. 60 teachers @ \$23.82/ hr. x 60 hrs.	3600h	\$85,752	\$24,276					\$110,028

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Pershing High School

221 - Improvement of Instruction	Professional Development: Teachers to attend the following workshops: 1) Team Building; 2) Collaboration Among Vertical and Horizontal Groups ; 3) Utilizing Technology in Core Subjects. 60 Teachers @ \$23.82/hr. x 9 hrs. x 5 sessions.	2700h	\$64,314	\$18,207					\$82,521
221 - Improvement of Instruction	Professional Development: Consultant to conduct three workshops entitled, 1)Team Building; 2) Collaboration Among Vertical and Horizontal Groups ; 3) Utilizing Technology in Core Subjects. Consultant @ \$200/hr. x 9 hrs. x 5 sessions.					\$9,000			\$9,000
221 - Improvement of Instruction	Professional Development: Supplies for teachers attending 13 workshops. Supplies include: flash drives, clickers, paper, notebooks, writing utensils, folders, markers, and calculators for 60 teachers @ \$125 each.					\$7,500			\$7,500
221 - Improvement of Instruction	Consultant Services: Mosaica Education to provide a two-year instructional support through administrative collaboration and team building based on common assessments, data analysis, and executive coaching. 39 weekly supports for three days per week. \$125,000 per year x 2 years.					\$250,000			\$250,000
221 - Improvement of Instruction	Professional Development: Teachers to attend the following workshops: 1) Team Building based on Common Assessments; 2) Data Analysis; 3) Executive Coaching. 60 Teachers @ \$23.82/hr. x 6 hrs. x 6 sessions.	2160h	\$51,451	\$14,565					\$66,016
Sub-Total		8588h	\$207,196	\$58,655	\$259,000	\$7,500			\$532,351

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	Contract: Managed Security Service Providers to implement school-wide technology initiation ausing ASUS Netbooks. This is the third and final year of the contract.					\$35,000			\$35,000
Sub-Total						\$35,000			\$35,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Pershing High School

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
227 - Academic Student Assessments	Staff: One Instructional Specialist (AYP Achievement Coordinator/Director) to facilitate the monitoring and evaluation of the implementation of school-wide strategies such as the Pershing Prep and WACKy Wednesdays which are cross curricular activities that focus on HSCE skills. The collection of data from the daily/weekly exercises will be used to focus instruction by providing analysis and immediate feedback on students' work. One (1) FTE @ \$74,300 salary + HLDV @ \$12497 & FICA @ \$21034.	1	\$74,300	\$33,531					\$107,831
	Sub-Total	1	\$74,300	\$33,531					\$107,831

280 - Central Support Services

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
281 - Planning, Research, Development, and Evaluation	Summer Planning Workshops for Team Leaders to analyze student data, evaluate current programs, research based best-practices for upcoming school years and developed appropriate programs to address the Comprehensive Needs Assessment. (Nine (9) Team Leaders @ \$ 23.82 and one (1) Coordinator @ \$44.37 and one (1) Director @ \$44.37: Two (2) weeks: Four (4)hours/day: Five (5) days/week)	440h	\$12,125	\$3,433					\$15,558
	Sub-Total	440h	\$12,125	\$3,433					\$15,558

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Professional Development: Two OSAS Consultants to coordinate Saturday Tutorial Camps that focus on preparing students for the MME. 2 Staff @ \$41.88/hrs. x 4 x 8 sessions.	64h	\$2,680	\$758					\$3,438

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Pershing High School

Sub-Total		64h	\$2,680	\$758					\$3,438
310 - Community Services – Direction									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
311 - Community Services – Direction	Consultant Services: A Preventive Teen Pregnancy Program entitled, "Baby Think It Over", to address female/male interactions and the reality of becoming a teen parent. Two Consultants @ \$200/hr. x 5 hrs. x 10 weekly sessions.				\$10,000				\$10,000
311 - Community Services – Direction	Staff: One Instructional Specialist (Community Coordinator/Director) to connect community to school relations by developing Pershing Business Partnerships for mentoring and tutoring at-risk students. Business partners will also provide resources to increase academic achievement and increase matriculation to post secondary institutions. One (1) FTE @ \$74300 salary + HLDV @ \$12497 & FICA @ \$21034.	1	\$74,300	\$33,531					\$107,831
311 - Community Services – Direction	Community Services Supplies/Materials: Writing tablets, TI-84 Plus Graphing Calculator 60 @ \$110, planners , SMART Technology Interactive Response System -with 32 Remotes, @ \$1999 , supplemental reading and mathematics materials @ \$25.60 per participant.					\$15,000			\$15,000
Sub-Total		1	\$74,300	\$33,531	\$10,000	\$15,000			\$132,831
330 - Community Activities									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	Professional Development Consultants/Trainers: Consulting services for staff that directly interact with parents, students and community members. Support services include professional costumer service skills workshops. 2 sessions @ \$5000.				\$10,000				\$10,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Pershing High School

331 - Community Activities	Consultants/Trainers: Allstate to provide three parent workshops. Topics include: Homework Assistance, Financial Aid & Post Secondary Opportunities and MME/ACT Preparation @ \$333 a session.				\$10,000		\$10,000
331 - Community Activities	Consultants/Trainers: M.A.D.E Men – Five (5) Program Coordinators for Academic Mentoring Program to focus on the academic needs of “at risk” male students transitioning from eight grade to ninth grade. The program supports students throughout the year and tracks their academic progress, provides additional tutorial services during and after school with incentives for remaining cohort status. Program Cost 5 coordinators @ \$8000				\$40,000		\$40,000
331 - Community Activities	Community Activities Supplies/Materials: Accelerated Reader- Cost per student per year: \$10.00 per student based on 250 students- \$2500/Accelerated Math Enterprise Edition \$2899 one-time school fee, + \$1000 annual fee for up to 250 students, MME/ACT preparation books @ 15.82 *250 (\$3955) and supplies, copies, paper, modules, on-line assessment programs @ \$500 each year. \$16.57 per student					\$15,000	\$15,000
331 - Community Activities	Community Use: Afterschool MME/ACT Saturday Camps; MME/ACT Schoolwide Orientation/Rallies to increase student & parent involvement. Hourly Rate: Engineer \$44.50, Custodian \$19.18	264h	\$8,406	\$1,380			\$9,786
331 - Community Activities	Field Trips to reinforce the activities of the M.A.D.E. Men Program 60 participants @ \$133 ea				\$8,000		\$8,000
	Sub-Total	264h	\$8,406	\$1,380	\$68,000	\$15,000	\$92,786
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	Sub Total	8/9356h	\$822,207	\$352,888	\$595,580	\$158,700	\$1,929,375
	Indirect Cost (Max Allowed: 4.45%)						\$0
	Grand Total						\$1,929,375
	Allocation						\$0

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Pershing High School is TRANSFORMATION;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
